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Enhancing Students' English Debate Proficiency through Virtual Reality: A Quasi-experimental Study

Saturday, 18 May 2024 09:30 (30 minutes)

The present study aims to explore the influence of Virtual Reality (VR) coupled with Artificial Intelligence (AI) feedback on the enhancement of English debate performances among English as a Foreign Language (EFL) students. Scheduled between January and May 2024, the research initiative seeks to address the prevalent issue of performance anxiety during English debates, a significant hurdle for many EFL learners. The integration of VR technology with AI-driven feedback promises an authentic and immersive debate practice environment, potentially reducing anxiety and bolstering debate capabilities.

The investigation will adopt a quasi-experimental design and engage approximately 300 first-year university students over a 12-week period. Participants will be divided equally into two cohorts: one receiving state-of-the-art VR and AI-assisted debate training, and the other subjected to traditional debate training methodologies. The study's multifaceted data collection strategy will comprise pre-and post-intervention assessments to measure improvements in debate performance and changes in anxiety levels, supplemented by classroom observations and focus group interviews for qualitative insight.

Anticipated results from this study include a comprehensive evaluation of VR and AI's efficacy in improving English debate proficiency and in the reduction of anxiety among EFL students. These insights are expected to significantly inform the development of debate curricula, the enhancement of teacher training programs, and the establishment of an advanced online debate course that incorporates VR and AI technologies. The study's implications extend beyond immediate pedagogical applications, contributing to the burgeoning research on educational technology in language education. By providing empirical data on the effectiveness of VR and AI in debate training, the study aims to revolutionize EFL debate instruction and establish a new benchmark for interactive, technology-driven language learning environments.

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Keywords

English debate proficiency, anxiety levels, VR technology, AI-driven feedback, quasi-experimental design

Primary author: Dr GUO, Xin (The Chinese University of Hong Kong, Shenzhen)

Co-authors: YANG, Rong (The Chinese University of Hong Kong, Shenzhen);   Ms PANG, Hui (The Chinese University of Hong Kong, Shenzhen);   Ms WANG, Feiya (The Chinese University of Hong Kong, Shenzhen);   Dr NIE, Yilu (The Chinese University of Hong Kong, Shenzhen)

Presenters: YANG, Rong (The Chinese University of Hong Kong, Shenzhen);   Ms PANG, Hui (The Chinese University of Hong Kong, Shenzhen);   Ms WANG, Feiya (The Chinese University of Hong Kong, Shenzhen)

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